Lesson 11: The Graph of a Function

Classwork

Opening Exercise

In Module 1, you graphed equations such as by plotting the points in the Cartesian plane by picking values and then using the equation to find the value for each value. The number of order pairs you plotted to get the general shape of the graph depended on the type of equation (linear, quadratic, etc.). The graph of the equation was then a representation of the solution set, which could be described using set notation.

In this lesson, we extend set notation slightly to describe the graph of a function. In doing so, we explain a way to think about set notation for the graph of a function that mimics the instructions a tablet or laptop might perform to “draw” a graph on its screen.

**Example 1**

Computer programs are essentially instructions to computers on what to do when the user (you!) makes a request. For example, when you type a letter on your smart phone, the smart phone follows a specified set of instructions to draw that letter on the screen and record it in memory (as part of an email, for example). One of the simplest types of instructions a computer can perform is a *for-next loop*. Below is code for a program that prints the first 5 powers of 2:

|  |
| --- |
| Declare integer For all from 1 to 5  Print  Next |

The output of this program code is

Here is a description of the instructions: First, is quantified as an integer, which means the variable can only take on integer values and cannot take on values like or . The “For” statement begins the loop, starting with . The instructions between “For” and “Next” are performed for the value , which in this case is just to “Print .” (Print means “print to the computer screen.”) Then the computer performs the instructions again for the next (), i.e., “Print ,” and so on until the computer performs the instructions for , i.e., “Print .”

Exercise 1

Perform the instructions in the following programming code as if *you were a computer and your paper was the computer screen*:

|  |
| --- |
| Declare integer For all from 2 to 8  Print  Next |

**Example 2**

We can use almost the same code to build a set: first, we start with a set with 0 elements in it (called the *empty set*)and then increase the size of the set by appending one new element to it in each for-next step:

|  |
| --- |
| Declare integer Initialize as {} For all from 2 to 8  Append to   Print  Next |

Note that is printed to the screen after each new number is appended. Thus, the output shows how the set “builds”:

Exercise 2

We can also build a set by appending ordered pairs. Perform the instructions in the following programming code as if *you were a computer and your paper was the computer screen* (the first couple are done for you):

|  |
| --- |
| Declare integer Initialize as {} For all from 2 to 8  Append ) to  Next  Print |

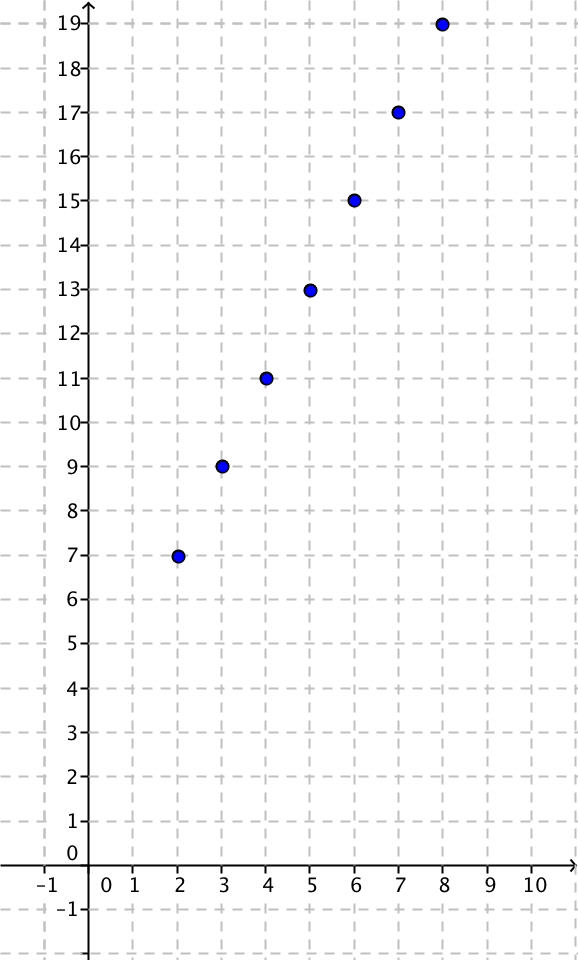
Output:  
{, , \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Example 3**

Instead of “Printing” the set to the screen, we can use another command, “Plot,” to plot the points on a Cartesian plane.

|  |
| --- |
| Declare integer Initialize as {} For all from 2 to 8  Append to  Next  Plot |

Output:



In mathematics, the programming code above can be compactly written using set notation, as follows:

This set notation is an abbreviation for “The set of all points such that is an integer and .” Notice how the set of ordered pairs generated by the for-next code above,

also satisfies the requirements described by . It is for this reason that the set notation of the form

{type of element | condition on each element}

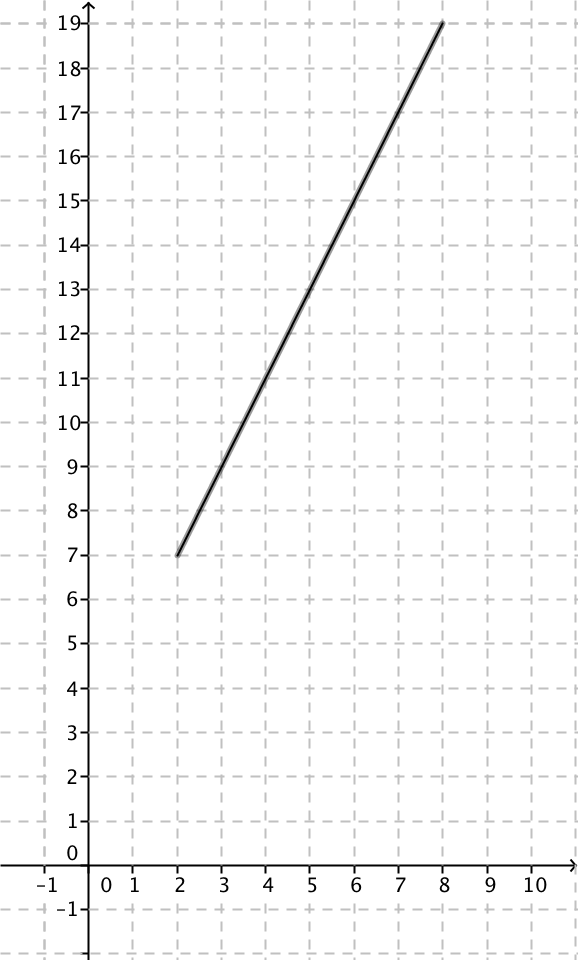
is sometimes called *set-builder notation*—because it can be thought of as building the set just like the for-next code.

Discussion

We can now upgrade our notion of a for-next loop by doing a thought experiment: Imagine a for-next loop that steps through *all* real numbers in an interval (not just the integers). No computer can actually do this—computers can only do a finite number of calculations. But our human brains are far superior to that of any computer, and we can easily imagine what that might look like. Here is some sample code:

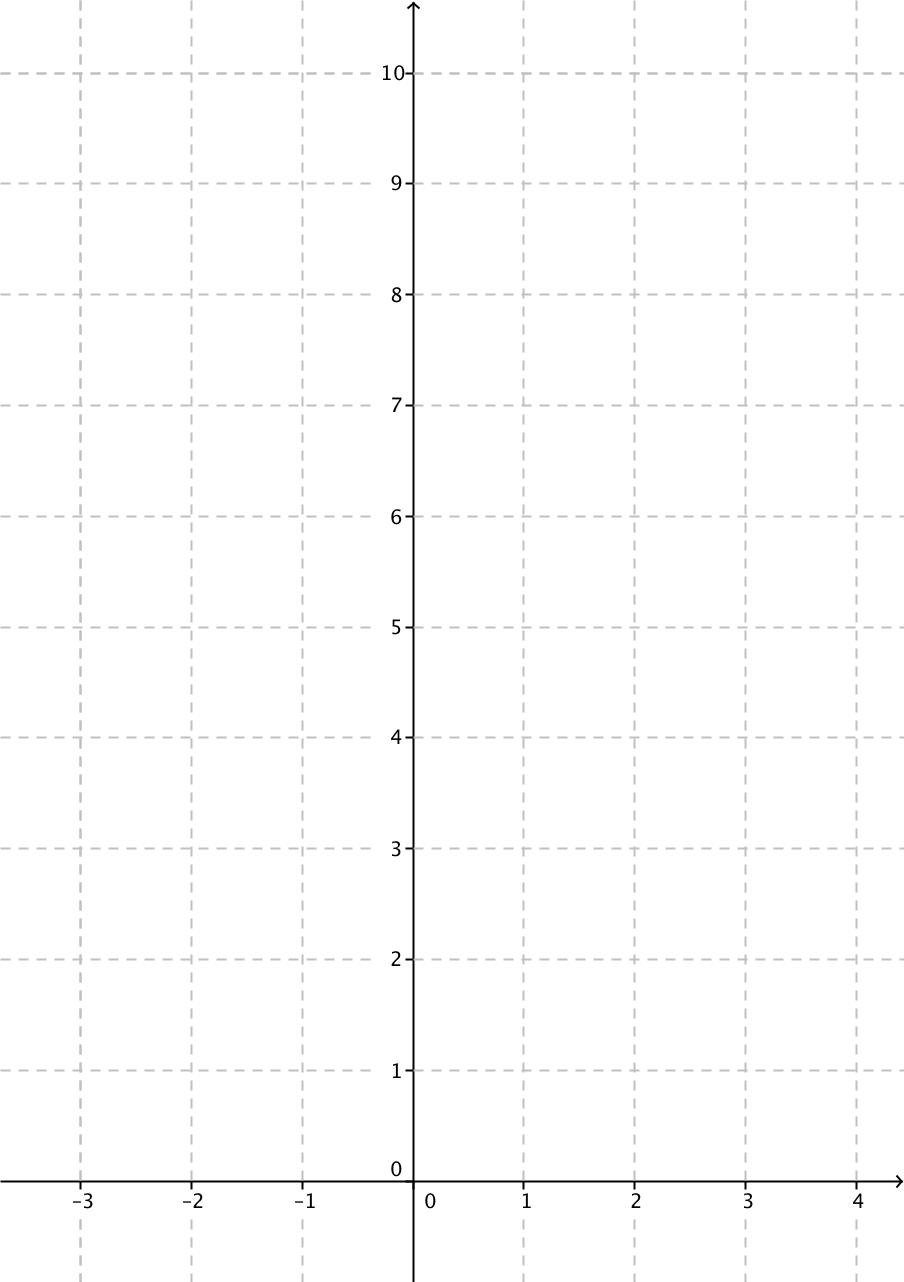
|  |
| --- |
| Declare real Let  Initialize as {} For all such that   Append ) to  Next  Plot |

The output of this thought code is the graph of for all real numbers in the interval :



Exercise 3

1. Plot the function on the Cartesian plane using the following for-next thought code:



|  |
| --- |
| Declare real Let  Initialize as {} For all such that   Append to  Next  Plot |

* 1. For each step of the for-next loop, what is the input value?
  2. For each step of the for-next loop, what is the output value?
  3. What is the domain of the function ?
  4. What is the range of the function ?

Closing

The set built from the for-next thought code in Exercise 4 can also be compactly written in mathematics using set notation:

When this set is thought of as plotted in the Cartesian plane, it is the same graph. When you see this set notation in your homework and/or future studies, it is helpful to imagine this set-builder notation as describing a for-next loop.

In general, if is a function with domain , then its *graph* is the set of all ordered pairs,

thought of as a geometric figure in the Cartesian coordinate plane. (The symbol simply means “in.” The statement is read, “ in .”)

Lesson Summary

Graph of : Given a function whose domain and the range are subsets of the real numbers, the graph of is the set of ordered pairs in the Cartesian plane given by

Problem Set

1. Perform the instructions for each of the following programming codes as if *you were a computer and your paper was the computer screen*.

|  |
| --- |
| **Declare integer For all from 0 to 4  Print  Next** |

|  |
| --- |
| **Declare integer For all from 0 to 10  Print  Next** |

|  |
| --- |
| **Declare integer For all from 2 to 8  Print  Next** |

|  |
| --- |
| **Declare integer For all from 0 to 4  Print  Next** |

1. Perform the instructions for each of the following programming codes as if *you were a computer and your paper was the computer screen*.

|  |
| --- |
| **Declare integer Let  Initialize as {} For all from 3 to 3  Append to  Next  Plot** |

|  |
| --- |
| **Declare integer Let  Initialize as {} For all from 3 to 3  Append to  Next  Plot** |

|  |
| --- |
| **Declare real Let  Initialize as {} For all such that   Append to  Next  Plot** |

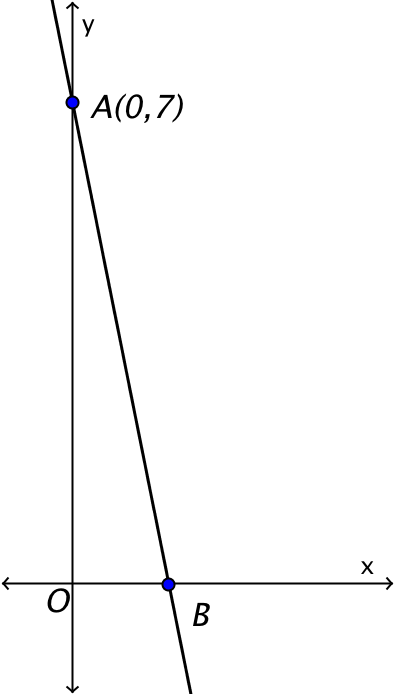
1. Answer the following questions about the “thought code:”

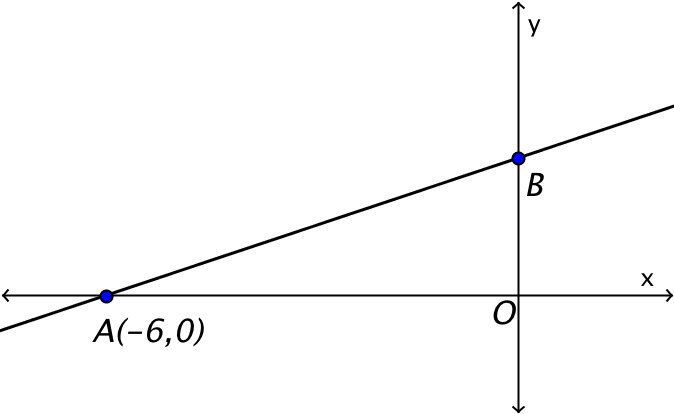
|  |
| --- |
| **Declare real Let  Initialize as {} For all such that   Append to  Next  Plot** |

* 1. What is the domain of the function ?
  2. Plot the graph of according to the instructions in the thought code.
  3. Look at your graph of . What is the range of ?
  4. Write three or four sentences describing in words how the thought code works.

1. Sketch the graph of the functions defined by the following formulas, and write the graph of as a set using set-builder notation. (Hint: Assume the domain is all real numbers unless specified in the problem.)

* 1. ,
  2. ,
  3. ,

1. The figure shows the graph of .  
     
     
   1. Find the value of .
   2. If the graph of intersects the -axis at , find the coordinates of .
2. The figure shows the graph of .



* 1. Find the value of .
  2. If the graph of intersects the -axis at , find the coordinates of .
  3. Find the area of triangle .